

School Name: William Henry Burkhart Elementary

School Number: 5321

Street Address: 5701 Brill Road

City: Indianapolis

Zip Code: 46227

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2020-2023

----- CONTACT INFORMATION -----

Principal: Darlene Hardesty

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Superintendent: Patrick Mapes

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--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA	Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
TSI	Targeted Support and Improvement – federal government school designation under ESSA
ATSI	Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI	Comprehensive Support and Improvement – federal government designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public and private schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education's CNA template? **Schools classified as CSI**

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out [HERE](#). (Highlight answer choices below.)

This is an initial three (3) year plan. Yes No	This is a review/update of a plan currently in use. Yes No
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.	
This school receives Title IA funding. Yes No	Is the school's Title I program Schoolwide or Targeted Assistance ? SW TA
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee comprised of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Sub-committee(s)" column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below and highlight the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Darlene Hardesty	Principal	CNA, SIP, Both	
Jeanetta Penniston	Assistant Principal	CNA, SIP, Both	
Elizabeth Sommer	Master Teacher	CNA, SIP, Both	
Hannah Manson	Grade 1 Teacher	CNA, SIP, Both	
Carly Scott	Grade 1 Teacher	CNA, SIP, Both	
Holly Mercer	Grade 2 Teacher	CNA, SIP, Both	
Nancy Compton	Grade 2 Teacher	CNA, SIP, Both	
Katherine Weathers	Grade 3 Teacher	CNA, SIP, Both	
Sara McDonald	Grade 4 Teacher	CNA, SIP, Both	
Stacy Elkins	Grade 5 Teacher	CNA, SIP, Both	
Andrew DeLaCruz	P.E. Teacher	CNA, SIP, Both	
Amanda Harbert	PLTW Teacher	CNA, SIP, Both	
Lyndi Wooten	Special Education Teacher	CNA, SIP, Both	
Amy Moon	English Language Learner Facilitator	CNA, SIP, Both	
Marianna Foulkrod	Parent	CNA, SIP, Both	

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision:

All students will be empowered to grow academically, socially, and behaviorally.

School Vision:

All students will be empowered to grow academically, socially, and behaviorally.

District Mission:

The mission of Perry Township Schools is to provide educational opportunities that create a desire for lifelong learning that inspires all students to maximize their academic success.

School Mission:

The Burkhart Community works cooperatively to help students become: lifelong learners, solve problems, engage actively in learning, read for enjoyment, show enthusiasm for learning, exposure to a variety of learning styles, responsible citizens, follow reasonable rules, protect the environment, accountable for their behavior, respectful of others and themselves, knowledgeable and accepting of other ethnicities and cultures.

District Goals:

Does the school's vision support the district's vision?	Yes	No
Does the school's mission support the district's mission?	Yes	No
Do the school's mission and vision support district goals?	Yes	No

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so? n/a

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Reading	1-5	Houghton Mifflin Harcourt	Yes No	Tier 1, 2, 3	District adopted reading program	Yes No	
Math	1-5	Everyday Math	Yes No	Tier 1, 2, 3	District adopted math program	Yes No	
Social Studies	1-5	Pearson	Yes No	Tier 1, 2, 3	District adopted social studies program	Yes No	
Science	1-5	Carolina Science	Yes No	Tier 1, 2, 3	District adopted science program	Yes No	
Handwriting	1-2	Scott Foresman, D'Nealian	Yes No	Tier 1, 2, 3	District adopted handwriting program	Yes No	
Art	1-5	Harcourt	Yes No	Tier 1, 2, 3	District adopted art program	Yes No	
Music	1-5	Quaver	Yes No	Tier 1, 2, 3	District adopted music program	Yes No	
Spelling	2-5	Spelling City	Yes No	Tier 1, 2, 3	Online spelling program	Yes No	x
Reading	1-5	Scholastic Magazine	Yes No	Tier 1, 2, 3	Reading magazine subscription	Yes No	x

Reading	1-5	Reading A-Z	Yes No	Tier 1, 2, 3	Online reading program	Yes No	x
Reading	1	RAZ Kids	Yes No	Tier 1, 2, 3	Online reading program	Yes No	x
ELA, Math	2-5	IXL	Yes No	Tier 1, 2, 3	Online skill practice	Yes No	x
ELA, Math	1+	Waterford	Yes No	Tier 1, 2, 3	Online skill practice	Yes No	x

Core Element 1: Curriculum [Required for all]

continued

Best Practice/Requirements Self-Check	Yes/No		X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes	No	x
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	No	x
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	No	x
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes	No	x

The public may view the school's curriculum in the following location(s): district or school offices and online at perryschools.org.

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement.

Best Practice/Requirements Self-Check	Yes/No		X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	No	x
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	x
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	x
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	x
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	x
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	No	x
Instructional strategies foster active participation by students during the instructional process.	Yes	No	x
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	x
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	x
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	x
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	x
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	No	x
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	x

For Title I schools with Schoolwide Programs only:

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

Students receive instruction in a variety of ways. Classrooms are of a heterogeneous make up. A variety of instructional strategies are employed including whole group instruction, teacher-directed small group instruction, and cooperative learning groups. Title I funding provides for additional staff members to meet the needs of students. These staff members use data from monthly standards-based benchmark assessments to determine which students need additional assistance. They progress monitor weekly and adjust instruction as warranted. Additionally, programs such as IXL, Waterford, Cadet Teaching, and the use of parent and community volunteers assist individual and small group academic concerns.

Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click [HERE](#). Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
IREAD-3	3	Benchmark, Com. Form., Summative, Other	Annual assessment of reading skills, standards; state mandated	Yes No	
ILEARN	3-5	Benchmark, Com. Form., Summative, Other	Annual assessment of core subjects; state mandated	Yes No	
Evaluate	2-5	Benchmark, Com. Form., Summative, Other	ELA, Math - monthly progression measured towards standards mastery	Yes No	x
mCLASS	1-2	Benchmark, Com. Form., Summative, Other	Reading assessment - phonics, comprehension	Yes No	x
Math	1	Benchmark, Com. Form., Summative, Other	Monthly math assessment to mirror Evaluate with progression measured toward standards mastery	Yes No	x
WIDA ACCESS	1-5	Benchmark, Com. Form., Summative, Other	Annual assessment of acquisition of English language skills; state mandated	Yes No	
CogAT	2, 5	Benchmark, Com. Form., Summative, Other	Screening for high ability grouping	Yes No	
Iowa Test of Basic Skills	2, 5	Benchmark, Com. Form., Summative, Other	Select screening for high ability grouping	Yes No	
Reading Inventory	3-5	Benchmark, Com. Form., Summative, Other	Lexile level measured at least 3 times per year to measure reading level	Yes No	
Algebra Prognosis Test	5	Benchmark, Com. Form., Summative, Other	Select screening for advanced math options	Yes No	
Subject-specific assessments	1-5	Benchmark, Com. Form., Summative, Other	Curriculum-based assessments to monitor progress for enrichment and remediation purposes	Yes No	

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes No	x
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	x
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes No	

For Title I schools with Schoolwide Programs only:

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

Instructional programs are specifically designed to enable learners to meet the academic standards and requirements. Our teachers meet regularly to analyze data. They use the data from multiple sources and specifically mCLASS and Evaluate assessments to help guide their planning of instruction and where to focus re-teaching lessons with specific groups of students and to plan enrichment opportunities. Additionally, data from multiple measures is used during our intervention team meetings and in planning tiered supports for students.

Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes No	x
A plan is in place to provide in-service training in the use of technology.	Yes No	
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes No	
There are established procedures for maintaining technology equipment.	Yes No	
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes No	

Technology is viewed as a tool to enhance the instructional process and to lead to improved learning opportunities. District and school initiatives to support this view are included in the following list:

- Each classroom has an interactive TV which is used by the classroom teacher and students for instructional purposes.
- Video streaming a wide variety of clips on varied subjects and topics provide students and the teachers with up-to-date information and curricular enrichment opportunities.
- Students each have an individual 1:1 device assigned to them for use at school and home.
- Students have access to programs to support learning: IXL, Waterford, myOn, McGraw-Hill Math and Reading, Spelling City, Evaluate, Houghton Mifflin (Scholastic) Reading products as well as many other web-based programs.
- Provide a solid program of technology staff development.
- Technology staff developers provide a coordinated staff development effort so that all teachers have ample opportunity to receive instruction and support as warranted or requested.
- Staff development is offered in various formats: formal instruction with small and large groups, one-on-one, written instructions and on-line help sheets, and summer classes.
- A full-time computer lab instructor provides a systematic progression of skills for all students.
- Increase communication among teachers and buildings regarding successful application of technology to the curriculum using tools such as newsletters and Perry Tech Team meetings.
- Develop curricula related to technology and information literacy.
- Development and implementation of K-12 articulation of information and technology skills
- Help with lesson plan development for teachers
- Assistance to teachers in implementing technology-based lessons with their students
- Create a cohesive staff development effort supported by technology and academic standards staff developers. Work together to support teachers in integrating technology in the instructional process based upon academic standards.

- Encourage integration of information literacy standards into the curriculum. Educate students on authentication of sources, plagiarism, and copyright.
- Use an integrated tool for seamless access to all types of student information as well as teacher utilities such as electronic lesson planning and assessment.
- Provide adequate bandwidth for access to the Internet and web-based resources.
- Provide varied technology-based systems such as distance learning, video editing and production, media distribution, and technology education.
- Provide electronic utilities such as electronic grading, attendance, and data warehousing.

Coordination of these initiatives is an ongoing effort by many individuals and groups including:

- Director of Technology and other central office administrators
- Building principals
- Technology staff developers
- District technology support team
- District and building technology committees

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Industry-related Project-Based Learning	
Online career navigation program	
Job shadowing	

If "Not currently implementing career exploration activities" was checked above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No		X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes	No	
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	No	
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	No	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	No	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	No	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	No	
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	No	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	No	

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by highlighting groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

Language-minority students are identified through the Home Language Survey given when they first enroll. Race and ethnicity are identified when students fill out the race/ethnicity form either online or the paper form when they enroll. The free and reduced lunch application identifies students in lower socio-economic groups.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

EL students receive WIDA testing annually and an ILP specific to their learning needs. We have an two EL teachers, an EL Facilitator, and two tutor-translators within the building to support our EL students. The school schedule is created intentionally in order to provide daily targeted academic intervention to identified groups. Teachers utilize SIOP and differentiated instructional strategies. A monthly data study is held to ensure our students groups are showing appropriate growth and interventions are planned when not. Family nights are held to increase the family-school connection.

What professional development might be necessary for staff to work effectively in cross-cultural situations?

As we see a change in our student population with new refugee groups and housing situations, our staff may benefit from additional cultural competency education in order to learn about and understand the students we serve.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

Second Step social-emotional curriculum is utilized in all grade levels and classrooms. Second Step emphasizes and explicitly teaches life and social skills such as empathy, respect, and appreciating differences in others.

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students absent 10% or more of the school year.

Last year: 8

Two Years Ago: 21

Three Years Ago: 7

What may be contributing to the attendance trend?

This data does not lend itself to identification of a trend. In 2018-2019, Burkhart received increased support through a school social worker that was shared between two schools. Prior practice was very limited time available to receive support from a district social worker shared between numerous schools. In 2019-2020, the social worker began attendance incentives to motivate classes to have great attendance. Additionally, our school social worker conducted phone calls, home visits, and followed up on absenteeism before it could become chronic.

What procedures and practices are being implemented to address chronic absenteeism?

Multiple procedures and practices address this:

- automated phone messages to families of students marked absent from school
- attendance incentives and classroom rewards
- Second Step SEL curriculum to create an engaging school environment
- attendance notices sent home at multiple intervals to alert families of concern
- phone calls and home visits conducted by school social worker
- action plans created with families when absenteeism approaches concern

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

Attendance records are reviewed weekly by the school social worker to monitor absenteeism rates. Discussions are held with building and district leadership members to plan for increased support of students with increasing absenteeism rates.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes No	
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes No	

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?

Burkhart hosts a Back-to-School Night each school year to allow families to come to school, meet the teacher, get critical information related to bus transportation, get support in completing important documents and forms. Additionally, each grade level hosts open house events throughout the school year for families to come to school and allows students to show what they have been learning. We also host Title I Family Nights in which we focus on specific activities, resources, or strategies that will engage parents in supporting their students.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

Open communication is encouraged between families and the school. Contact information for staff members is posted on our school website as well as the school's main phone number on the weekly newsletter. Families are encouraged to join the PTA and are invited to attend monthly meetings to share ideas, concerns, and suggestions.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

An automated phone message is sent to families when a child is marked absent from school. Each week the social worker and office staff work together to follow up on students with accumulating absences. A letter is sent to families when they reach 3 unexcused absences, 5 tardy/left early notes, and 7 total absences. The social worker follows up with families to create an attendance plan when students reach 6 unexcused absences, 10 total absences, or 15 tardy/left early notes.

How do teachers and staff bridge cultural differences through effective communication?

Parent Square, our primary means of disseminating information to families, allows for text to be translated into multiple languages. There is another option to record voice messages in multiple languages as well. On site, we have two tutor-translators who work with students and families throughout the school day. Primary languages covered by these staff members include Spanish and multiple dialects of Chin. Burkhart utilizes the support of the district EL department and Luna to assist with other translation needs. During family events, translators are available to support student understanding. Translation devices are available for parents to receive information simultaneously.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

Burkhart uses Parent Square as our primary means of disseminating information to families. This allows for text to be translated into multiple languages and has an option to record voice messages in multiple languages as well. At parent events and during PTA meetings, a translator is available to support families to allow all to be involved. Multiple events are hosted that are engaging and enjoyable for families that remove some barriers to parent involvement - a fall carnival, a holiday meal, bingo nights. Parents are encouraged to volunteer during these fun and social evenings to get to know one another and our staff in a low-pressure way.

How does the school provide individual academic assessment results to parents/guardians?

Academic progress is updated in Skyward on a consistent basis to allow families the opportunity to see student progress. At midterm, families are alerted if their student is performing below a C average in a course. Knowing that some families may not log in to Skyward, Burkhart continues to print quarterly report cards with grades and comments to send home. Additionally, results of benchmark assessments - mCLASS, SRI, Evaluate - are shared with parents so they may monitor the progress of their students. Teachers meet with parents as requested to discuss academic progress and goals for students.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

Parent representation is included on the School Improvement Committee. Updates on school progress are available at monthly PTA meetings.

Core Element 10: Provision for Secondary Schools [Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

Graduation rate last year:

Percent of students on track to graduate in each cohort:

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components. Burkhart's goal is to meet student needs and remove barriers to success through the proper allocation of resources. The majority of funding is used to support instructional needs. State and local funding provides baseline services and federal grant funds serve student needs that are prevalent due to high poverty and diversity. We work to strengthen family and community connections to help meet the academic, behavior, and social emotional needs of students. Intentional planning and aligning our resources to our school improvement goals, as well as monitoring for effectiveness, helps to ensure we are being fiscally responsible and successful in growing students.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

n/a

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

Students in the preschool programs are tested with the same tools as the students in our kindergarten and elementary schools so that the data can be monitored and analyzed throughout the year and across years to ensure the effectiveness of the program. Information is readily shared across buildings as a part of our transition system. Preschool families attend meetings throughout the year, both in groups and individual conferences, to learn about kindergarten standards and readiness, their child's progress towards those goals, and how they can support their child at home. Preschool families are welcomed at a spring preview night where this information is shared once more from the kindergarten perspective. Additionally, all students entering kindergarten (not just those in our preschool program) are invited to attend a two week summer Jump Start program where they are introduced to routines and practices in order to be an effective learner. This successful program ensures families and students have solid support in the transition and start off their educational career with positive experiences.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

Perry Township Schools has a partnership with the National Institute for Excellence in Teaching. The TAP System for Teacher and Student Advancement was created by NIET Chairman and Founder Lowell Milken as a comprehensive approach to establish sustained structures for building educator excellence and increasing student achievement growth. Through the implementation of four interrelated key elements, teachers are improving their instruction and the achievement of their students. The four elements are: multiple career paths, ongoing applied professional development, instructionally focused accountability, and performance based compensation. This partnership has brought the Teacher and School Leadership grant to our teachers and school leaders to financially compensate them for their performance. Since 2012, Burkhart has utilized this system to ensure that every student has an effective teacher in front of them at all times.

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below

Staff Name	Licensure/Certification	Assigned Class/Subject
Darlene Hardesty	General Elementary + Administration	Principal
Jeanetta Penniston	General Elementary + Administration	Assistant Principal
Meghan McCrocklin	General Elementary	Master Teacher
Elizabeth Sommer	Elementary Primary/Intermediate Generalist	Master Teacher
Joann Ahmay	Elementary - Life License	Grade 1 Teacher
Hannah Manson	Elementary Generalist	Grade 1 Teacher
Elaine Schaler	General Elementary	Grade 1 Teacher
Susan Sommers	Elementary Generalist	Grade 1 Teacher
Carly Scott	Elementary Generalist	Grade 1 Teacher

Holly Mercer	General Elementary	Grade 2 Teacher
Nancy Compton	General Elementary	Grade 2 Teacher
Sean Gresham	Elementary Generalist	Grade 2 Teacher
Laura Andrews	Elementary Generalist	Grade 2 Teacher
Jenny Holmes	Elementary Primary/Intermediate Generalist	Grade 2 Teacher
Stacie Stanley	General Elementary	Grade 3 Teacher
Katherine Weathers	Elementary Generalist	Grade 3 Teacher
Amber Sutton	Elementary Primary/Intermediate Generalist	Grade 3 Teacher
Chelsea Hammer	Elementary Generalist	Grade 3 Teacher
Jessica Norris	Elementary Generalist	Grade 3 Teacher
Melissa Sylvester	Elementary Primary/Intermediate Generalist	Grade 4 Teacher
Sara McDonald	Elementary Generalist	Grade 4 Teacher
Lindsay Mock	General Elementary	Grade 4 Teacher
Kara Muckerheide	General Elementary	Grade 4 Teacher
Matthew White	General Elementary	Grade 4 Teacher
Amy Shadle	Elementary Primary/Intermediate Generalist	Grade 5 Teacher
Paige Anderson	Elementary Generalist	Grade 5 Teacher
Stefanie Trammell	General Elementary	Grade 5 Teacher
Stacy Elkins	Elementary Primary/Intermediate Generalist	Grade 5 Teacher
Michael Mason	Elementary Primary/Intermediate Generalist	Grade 5 Teacher
Rebekah Harris	Visual Arts	Art Teacher
Sandra Rogers	Music: Choral	Music Teacher
Andrew DeLaCruz	Physical Education + Health	Physical Education Teacher
Amanda Harbert	General Elementary	Project Lead the Way Teacher

Robyn Goins	Elementary Primary/Intermediate Generalist + Mild Intervention	Special Education Teacher
Lyndi Wooten	General Elementary + Learning Disabled + Mild Mentally Handicapped	Special Education Teacher
Edward Deitz	Elementary Primary/Intermediate Generalist + English as a New Language	English Learner Teacher
Jordan Gulling	Elementary Generalist + Teachers of English Learners	English Learner Teacher
Amy Moon	General Elementary	English Learner Facilitator
Julia Ballesteros	Elementary Primary/Intermediate Generalist	Interventionist
Katherine Rodriguez	General Elementary	Interventionist
Kelly Brackin	Elementary Generalist	Math/Literacy Facilitator
Maci Mascari	Communication Disorders	Speech/Language Pathologist
Lisa Dial	School Psychologist	School Psychologist
Gabrielle Riland	School Social Worker	School Social Worker

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school’s current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark “X” next to each source of data used in the following steps and attach or link the data reviewed for this plan.

General Academic and Schoolwide			WIDA	Special Education			High Ability
<input type="checkbox"/>	Statewide Assessments	<input type="checkbox"/>	Individual Learning Plans (ILPs)	<input type="checkbox"/>	IAM Assessment	<input type="checkbox"/>	Aptitude Assessment (e.g. CogAT)
<input type="checkbox"/>	Districtwide Assessments	<input type="checkbox"/>	Performance Gap Data	<input type="checkbox"/>	Individual Education Plans (IEPs)	<input type="checkbox"/>	Current High Ability Grant
<input type="checkbox"/>	Assessment by Student Group	<input type="checkbox"/>	ESL Staff Training	<input type="checkbox"/>	Performance Gap Data	<input type="checkbox"/>	Performance Gap Data
<input type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Service Delivery Model	<input type="checkbox"/>	Special Education Training for Staff	<input type="checkbox"/>	High Ability Training for Staff
<input type="checkbox"/>	PSAT/SAT/ACT Assessments	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	Approved Testing Accommodations	<input type="checkbox"/>	Service Delivery Model
<input type="checkbox"/>	Dyslexia Screening Data	<input type="checkbox"/>	Current Title III Grant	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	
<input type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Parental Involvement	<input type="checkbox"/>	IEP Compliance Report	<input type="checkbox"/>	
<input type="checkbox"/>	Attendance Reports – general and by student groups	<input type="checkbox"/>	WIDA	<input type="checkbox"/>	Special Education Staff Assignments	<input type="checkbox"/>	
<input type="checkbox"/>	Survey of Students, Staff, Parents, and/or Community	Be sure there is no personally identifiable information for students in any/all linked/uploaded data.		<input type="checkbox"/>			
<input type="checkbox"/>	Staff Attendance			<input type="checkbox"/>			

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

Do these issues significantly impact our current school goals as strengths or problems?

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1

Measurable outcome met? **Yes** **No**

Burkhart will demonstrate a pass rate of 55% on ILEARN-ELA and 61% on ILEARN-Math. This demonstrates 10% fewer failures than the 2018-2019 school year. (ILEARN was not taken during the 2019-2020 school year due to COVID-19 stay at home orders.)

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

ILEARN is given at the end of the school year. Academic progress/growth will be monitored through benchmark assessments.

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

Goal 2Measurable outcome met? Yes **No**

Sixty percent of Burkhart students in grades 2-5 will demonstrate proficiency as measured by the Evaluate ELA assessment by May, 2021.
Sixty-six percent of Burkhart students in grade 2, seventy-five percent of students in grade 3, and seventy percent of students in grades 4 and 5 will demonstrate proficiency as measured by the Evaluate Math assessment by May, 2021.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

The goal set is a measure of growth and the outcome will be available in May, 2021.

If the goal was not met, should the school continue to work toward this goal? **Yes** No

Goal 3Measurable outcome met? Yes **No**

By the end of the year, 65% of First Grade students will be at or above proficient (Level I) in TRC. By the end of the year, 70% of Second Grade Students will be at or above proficient (Level L) in TRC.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

The goal set is a measure of growth and the outcome will be available in May, 2021.

If the goal was not met, should the school continue to work toward this goal? **Yes** No

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance. Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final (6th) column (rank your priorities).

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
<i>A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.</i>	<i>No</i>	<i>In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.</i>	<i>We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.</i>	X	1

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
Students in grades 3-5 will take ILEARN assessment and achieve Goal 1.	Yes No	Improvement targeted to demonstrate 10% fewer failures.	Goal is set for end of school year.		Y
Monthly benchmark assessment (Evaluate) goals are set to measure student progress - Goal 2.	Yes No	Benchmark goals are aligned to cohort groups and based on proficiency thresholds.	Goal is set for end of school year.		Y
Reading progress goals focus on improving comprehension - Goal 3.	Yes No	EOY data was unavailable to track cohort groups.	Goal is set for end of school year.		Y

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.



Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found [HERE](#). Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
Goal #1	Goal is set for end of school year.
Goal #2	Goal is set for end of school year.
Goal #3	Goal is set for end of school year.

Write your Goal(s) from these.

Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
 - a. A continuation of existing goals and/or
 - b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
 - a. Strategies in the school improvement plan;
 - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA Title II Title III Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and Low Income Schools	General funds Head Start

School Improvement Plan

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years (“Yr 2” and “Yr 3”).

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions [HERE](#). In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	November 1	February 15	May 25	
Evidence at Checkpoints	Math scores on interim test	Math scores on interim test	Math scores on interim test	
Evidence-Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.” <i>Exceptional Children</i> , vol. 8, no. 4, June 2014, pp. 423-437., doi: 10.1177/0014402914527240.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr. 2 Measurable Objective	By Spring 2022, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Yr. 3 Measurable Objective	By Spring 2022, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

GOAL 1	Burkhart will demonstrate a pass rate of 55% on ILEARN-ELA and 61% on ILEARN-Math. This demonstrates 10% fewer failures than the 2018-2019 school year. (ILEARN was not taken during the 2019-2020 school year due to COVID-19 stay at home orders.)			
Data Checkpoints (dates)	Monthly	End of Year		
Evidence at Checkpoints	Growth in proficiency	Realization of Goal		
Evidence- Based Strategy 1	Progress Monitoring			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Progress Monitoring	October, 2020 - May, 2021	Classroom Teacher	Growth data
Action Step 2	Data used to create small groups for targeted intervention	October, 2020 - May, 2021	Facilitators, Interventionists, Teachers	Growth data
Yr. 2 Measurable Objective	Burkhart will demonstrate a pass rate of 57% on ILEARN-ELA and 63% on ILEARN-Math in May, 2022.			
Yr. 3 Measurable Objective	Burkhart will demonstrate a pass rate of 59% on ILEARN-ELA and 65% on ILEARN-Math in May, 2023.			

GOAL 2	Sixty percent of Burkhart students in grades 2-5 will demonstrate proficiency as measured by the Evaluate ELA assessment by May, 2021. Sixty-six percent of Burkhart students in grade 2, seventy-five percent of students in grade 3, and seventy percent of students in grades 4 and 5 will demonstrate proficiency as measured by the Evaluate Math assessment by May, 2021.			
Data Checkpoints (dates)	Monthly (½ set of standards each month)	Every other month (full set of standards assessed)		
Evidence at Checkpoints	Growth in proficiency			
Evidence- Based Strategy 1	Intervention Groups			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Data Meetings	October, 2020 - May, 2021	Teachers, Interventionists, Facilitators	Growth data
Action Step 2	Intervention plan	October, 2020 - May, 2021	Teachers, Interventionists, Facilitators	Growth data
Evidence- Based Strategy 2	Small group instruction			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Data from monthly assessments used to form small groups based on need	August, 2020 - May, 2021	Teachers, Interventionists, Facilitators	Growth data
Yr. 2 Measurable Objective	Cohort groups will show an increase of 2% on Evaluate assessments from prior year in May, 2022.			
Yr. 3 Measurable Objective	Cohort groups will show an increase of 2% on Evaluate assessments from prior year in May, 2023.			

GOAL 3	By the end of the year, 65% of First Grade students will be at or above proficient (Level I) in TRC. By the end of the year, 70% of Second Grade Students will be at or above proficient (Level L) in TRC.			
Data Checkpoints (dates)	BOY	MOY	EOY	
Evidence at Checkpoints	Student comprehension growth data	Student comprehension growth data	Student comprehension growth data	
Evidence- Based Strategy 1	Progress Monitoring			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	TRC evaluation	August, 2020 - May, 2021	Teachers	Growth data
Action Step 2	Book club level	August, 2020 - May, 2021	Teachers	Growth data
Evidence- Based Strategy 2	Intervention and Small Groups			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	TRC used to form initial guided reading groups	August, 2020 - May, 2021	Teachers, Interventionists, Facilitators	Growth data
Action Step 2	Tier II and III support	August, 2020 - May, 2021	Teachers, Interventionists, Facilitators	Growth data
Yr. 2 Measurable Objective	Cohort groups will show an increase of 2% on TRC assessments from prior year in May, 2022.			
Yr. 3 Measurable Objective	Cohort groups will show an increase of 2% on TRC assessments from prior year in May, 2023.			

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal	Teachers will demonstrate best practices in teaching through professional development provided by master teachers trained in the NIET framework.	Linked SIP Goals Yes No
Possible Funding Source(s)		
Evidence of Impact	Teachers that earn an average score of 3 on evaluations are considered effective and will help their students grow at least one year's worth through their instructional practices.	
Plan for coaching and support during the learning process: -Weekly professional development meetings with follow-up support provided by the instructional leadership team -Pre-observation conferences and post-observation conferences between the teacher and leadership team member -Data analysis and lesson development support		
How will effectiveness be sustained over time? -Weekly professional development meetings -Grade level team meetings -Data meetings		